HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

Având în vedere prevederile generale şi specifice aferente proceselor sau procedurilor privind:

- **evaluarea externă a calităţii şi validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 şi art. 249 alin. (1) lit. f), g) şi h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările şi completările ulterioare, denumită în continuare Legea, precum şi în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările şi completările ulterioare, denumită în continuare Metodologia;

- **autorizarea** de funcţionare provizorie **pentru programele de studii universitare din ciclul I de licenţă:** art. 235 alin. (1) lit. a) şi lit. b) pct. (ii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege;

art. 27, art. 29 şi art. 32-33, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) şi lit. b) pct. (iii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege; art. 27-29 şi art. 34-35, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 235 alin. (1) lit. b) pct. (iv), alin. (2)-(5) şi art. 236 alin. (1) şi (3) din Lege; art. 27-29 şi art. 37-38, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru programele de studii universitare din ciclul I de licenţă:** art. 239 alin. (1) lit. b) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 42, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 43-44, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) şi alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 şi art. 46-47, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **analiza şi validarea în vederea verificării respectării Metodologiei, de către comisiile de experţi evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare şi menținerea acreditării, din Lege, precum şi art. 62-63 din Metodologie.

Luând în considerare:

a. Ghidul aplicabil programelor de studii universitare de licență, aprobat prin Hotărârea Consiliului ARACIS nr. 42/06.02.2025, cu modificările şi completările ulterioare;

b. Ghidul aplicabil domeniilor de studii universitare de masterat, aprobat prin Hotărârea Consiliului ARACIS nr. 83/03.04.2025;

c. Ghidul aplicabil domeniilor de studii universitare de doctorat, aprobat prin Hotărârea Consiliului ARACIS nr. 84/03.04.2025;

Întrucât Consiliul ARACIS validează, prin vot deschis şi pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori şi poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date şi dovezi pentru adoptarea deciziei,

Ținând seama de considerentele Consiliului aferente validării rezultatelor individualizate în procesele verbale de şedință, al căror format a fost aprobat prin Hotărârea Consiliului nr. 170/H/03.07.2025,

În temeiul art. 258 alin. (1) din Lege şi al art. 62 alin. (1) şi (2) din Metodologie, precum şi al art. 7 alin. (1) şi alin. (3) lit. b) şi h), art. 11 alin. (1) şi al art. 23 alin. (5) din Regulamentul de organizare şi funcționare al ARACIS, aprobat prin Hotărârea Consiliului ARACIS nr. 188/H/27.06.2024 şi completat prin Hotărârea nr.116/H/02.04.2026,

Consiliul Agenției Române de Asigurare a Calității în Învățământul Superior
HOTĂRĂŞTE:

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat şi de doctorat, precum şi pentru programul universitar de formare psihopedagogică pentru învăţământul preuniversitar, după caz, cuprinse în anexele nr. 1-23 care fac parte integrantă din prezenta hotărâre.

(2) Pentru fiecare dintre programele sau domeniile de studii universitare, anexa corespunzătoare indică, conform art. 230 alin. (2) şi alin.(3) lit. b), c) şi d), art. 231 lit. a) şi b), art. 232 lit. c), d) şi e), art. 235 alin. (1) lit. b), punctele ii-iv, alin. (3)-(5), art. 239 alin. (1) lit. b), alin. (3), (4), (6) lit. a)-d) din Lege, procesul sau procedura de evaluare parcursă, rezultatele din Raportul de evaluare externă care se validează, precum şi considerentele analizei de validitate şi concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației şi Cercetării şi instituțiilor solicitante şi se publică pe site-ul ARACIS.

Art. 2. Analiza de validitate se exercită în limitele art. 235 alin. (4), respectiv ale art. 239 alin. (6) lit. d) din Lege şi ale art. 62 raportat la art. 63 din Metodologie.

Art. 3. Rapoartele de evaluare externă, inclusiv numele experților, se publică integral pe site-ul ARACIS, în condițiile art. 229 alin. (2) din Lege şi ale art. 62 alin. (3) din Metodologie.

Art. 4. Prezenta hotărâre intră în vigoare la data de 22.10.2026.

Art. 5. Prezenta hotărâre va fi dusă la îndeplinire de Direcția Asigurarea Calității şi de Compartimentul Tehnologia Informației.

Prof. univ. dr. ing. Cristian-Vasile DOICIN
Preşedinte

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare şi Formare

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 1
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 1.1

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea Națională de Știință și Tehnologie Politehnica București
Şcoala(ile) doctorală(e)	Ştiinţa şi Ingineria Materialelor
Domeniul de studii universitare de doctorat (DSUD)	*Ingineria materialelor*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării
DECIZIA	
Descrierea pe scurt a procesului de luare a deciziei	
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Inginerești 1 (CPS_C10) din 02.10.2026, propunerea de decizie fiind consemnată în PV nr. 5033/ 02.10.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/ 20.10.2026.	
Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei	

Domeniul	Standarde Î / N	Indicatori de performanţă Î / PÎ / N
A	**Î:** S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	**Î:** I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: - N: -
B	**Î:** S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	**Î:** I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: - N: -
C	**Î:** S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	**Î:** I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: - N: -

Motivarea deciziei	
Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *32 indicatori: 32 sunt îndepliniți, 0 parțial îndepliniți și 0 neîndepliniți* • *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite,* *și, astfel, prin aplicarea art. 63 din Metodologie decide că* ***standardele sunt ÎNDEPLINITE.***	
Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



External Evaluation Report (REE) for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	National University for Science and Technology Politehnica Bucuresti
Doctoral School:	Materials Science and Engineering
Doctoral Domain:	Materials Engineering
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	VIZUREANU PETRICĂ	Expert evaluator	
2.	KELES OZGUL	International Expert	
3.	BUNGĂU TUDOR	PhD Student Evaluator	

I. Introduction

The evaluators panel composed by Prof. univ. dr. eng. Petrică VIZUREANU („Gheorghe Asachi" Technical University of Iaşi), Prof. dr. eng. Ozgul KELEŞ (international expert – Istanbul Technical University, Turkey) and PhD Student Tudor BUNGĂU (University of Oradea), approved by the ARACIS Council through Decision no. 210/H/02.07.2026, has participated in period 10-11.09.2026, at the National University for Science and Technology Politehnica Bucuresti (UPB), for external quality assurance for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain Materials Engineering.

The National University of Science and Technology POLITEHNICA Bucharest (UPB) is a public higher education institution with legal personality, part of the national higher education system in Romania. It was established following the merger process between the POLITEHNICA University of Bucharest and the University of Pitești, according to the provisions of Law no. 186/2023 on the establishment of the National University of Science and Technology POLITEHNICA Bucharest.

UPB carries out its activity in accordance with the principle of university autonomy, as a form of self-government, provided for in the Constitution of Romania, Law no. 199/2023 on higher education, as well as with the provisions of Law no. 186/2023. University autonomy is exercised in compliance with the principle of public accountability and other legislative provisions in force, as well as compliance with ethical norms and national standards regarding quality assurance and the principles of the European Higher Education Area.

Within the UPB operates the Doctoral Studies Organizing Institution (IOSUD – UPB), an academic and administrative structure responsible for the organization, coordination, and development of doctoral study programs. The activity of IOSUD is carried out in accordance with the provisions of the national legislation in force regarding doctoral university studies, with Order no. 3.020 of January 8th, 2024 approving the Framework Regulation on Doctoral University Studies, as well as with the Regulation regarding the organization and conduct of doctoral university studies within UPB, approved by the University Senate. IOSUD – UPB coordinates the activity of the doctoral schools and ensures the institutional framework necessary for conducting doctoral programs in accordance with national and European standards regarding the quality of education and research. Within IOSUD, doctoral university study programs are organized in the fundamental fields of Engineering Sciences, Mathematics and Natural Sciences, Sport Science and Physical Education, Humanities and Arts, supported through the university's educational and research infrastructure and through academic and scientific collaborations developed at national and international level.

By the Decision of the UPB Senate, in May 2012, the Doctoral School of Materials Science and Engineering (SD-SIM) was also established in UPB. After completing the competition for the position of Director of the Doctoral School, in April 2012, the Doctoral School Council (CSD) was established as a management structure, consisting of the Director of the Doctoral School and specialists in the field of doctoral studies organized in UPB. In the first general meeting of doctoral supervisors (April 19, 2012), the Regulation on the functioning of SD-SIM was approved.

II. Methods used

For the external quality evaluation aimed at maintaining the SD-SIM-IMAT accreditation, the ARACIS evaluation committee analyzed the Internal Evaluation Report (IER) and its annexes, uploaded on the ARACIS platform, visited the facilities, and met with the leadership of the organizational component, the team that prepared the IER, employers, graduates, doctoral students, PhD supervisors in the field, research center coordinators, members of quality assurance structures, and staff providing secretarial services at the IOSUD and SD-SIM level, according to the visit schedule. The documents analyzed before and during the on-site visit, uploaded on the ARACIS platform, are the following:

Anexa A1. Listă parteneriate, colaborări

Anexa A2. Centralizarea şedinţelor CSD şi a AG ale SD
Anexa A3. Discipline de specializare pentru anul univ. 2025-2026
Anexa A4. Stat de funcţii
Anexa A5. Proiecte şi granturi de cercetare la care au participat cadrele didactice
Anexa A6. Manifestările la care au participat cadrele didactice
Anexa A7. Comisiile de îndrumare şi integritate academică
Anexa A8. Proiecte şi stagii de formare la care au participat studenţii-doctoranzi
Anexa A9. Manifestările la care au participat studenţii-doctoranzi
Anexa A10. Listă de articole publicate de studenţi-doctoranzi
Anexa A11. Angajatori ai doctorilor ingineri din SD

During the visit, the evaluation panel, following the visit schedule, inspected the following research spaces: University Campus; Research centers and laboratories: Testing and Expertise of Advanced Materials (TEMA), Heat Treatments Laboratory 'Titi Dulămiță', 3D Printing Laboratory, Metallographic Sample Preparation Laboratory, Materials for Electrical and Electronic Engineering (IEK partnership), Biomaterials Laboratory, Biocompatible Materials Laboratory 'Daniel Bunea' (MEDICAL ORTOVIT), 3D Printing, 3D Metal, Metal Powder Processing, Advanced Microstructural and Mechanical Characterization, Alloy Development, Thermomechanical Processing, Environmental Protection Lab, X-Ray Diffraction and Fluorescence Lab, Advanced Metallographic Sample Preparation, Metal Powder Processing, CAD/CAM/CAE Design and Simulation, Advanced Microstructural and Mechanical Characterization, Nondestructive Testing Lab, Electron Microscopy Lab, Optical Microscopy Lab, Sample Preparation, Special Alloys Development Lab, Mechanical Testing Lab, Special Forming Processes – Casting, Thermomechanical Processing, Cast Parts Quality Control, Struers Laboratory, Alloy Casting Processes Modeling and Optimization, Hydrometallurgy Laboratory, Non-ferrous materials, Special alloys laboratory, Pyrometalurgical Processes, Development and Refining of Metal Alloys – ERAMET.

III. Judgement on the extent to which the standards and performance indicators are fulfilled

DOMAIN A. Institutional capacity

Criterion A.1. Managerial and administrative structures and processes involving students and other stakeholders

Standard S.A.1.1. Organisational components and institutional processes The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.	
Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

✓ Presentation of the state of facts: SD-SIM is governed by its 2025-2026 Regulation, aligned with the University Charter and IOSUD rules. Its Doctoral School Council manages the Materials Engineering field, monitors implementation and quality, and includes elected doctoral-student representatives with voting rights. Annex A2 records regular Council meetings and annual General Assemblies. The IER also records consultation and periodic updating of internal rules through the competent university structures.

✓ Analysis of the state of facts: The documentary framework defines responsibilities, decision paths and review mechanisms at school, IOSUD and university levels. Governance is operational rather than merely formal: decisions are discussed in CSD-SIM, stakeholder feedback is channelled into revisions, and regulations are updated to legal changes. The arrangements are adequate for managing the doctoral field. The evidence therefore shows a stable governance cycle with defined accountability and review.

The indicator is fulfilled.

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

✓ Presentation of the state of facts: The IER states that staff, doctoral students, graduates and external partners are consulted through the annual General Assembly, CSD-SIM meetings, guidance committees and feedback channels. The SD-SIM governance page and public announcements support transparency; Annexes A1, A2, A7 and the clarification response document external participation and consultations. Doctoral students are represented in governance, while external specialists participate in supervision and programme discussions.

✓ Analysis of the state of facts: Stakeholders involvement is evidenced by student representation, external members in guidance committees, partnerships and recurring consultation in CSD-SIM. The clarification explains that feedback from employers and partners is analysed when curricula and research topics are updated. Traceability from each external recommendation to a decision could be more systematic, but the mechanism is functioning.

The indicator is fulfilled.best

Criterion A.2. The material resources and optimisation of the use of the material resources

Standard S.A.2.1. Material resources The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.	
Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

✓ Presentation of the state of facts: Teaching and research activities use Building J and specialised facilities, including CEMS and ECOMET, with modern equipment for materials testing and characterisation. Doctoral students also have dormitories, counselling and career services through CCOC and accessibility support through the Equity, Diversity and Inclusion Centre. The IER further documents library and digital resources, occupational-safety conditions and adapted access routes for users with disabilities.

✓ Analysis of the state of facts: The available teaching, research, administrative and student-service spaces are adequate for Materials Engineering doctoral field and enable advanced experimental work. The IER also documents accommodation capacity and adaptations for persons with disabilities. The documented facilities and access arrangements are consistent with the research

* The faculty, department, subsidiary, extension - hereinafter "organisational components"

themes and doctoral workload. These resources are accessible to doctoral students through supervised use and institutional support.

The indicator is fulfilled.

Standard S.A.2.2. Management of material resources The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.	
Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

- ✓ Presentation of the state of facts: The IER reports periodic repairs, sanitation, inventories and maintenance managed by university administrative structures, together with strategic investment planning for laboratories and educational spaces. The institutional regulations and reports and the research-centre infrastructure, including CEMS, document the framework. Clarifications describe annual operational investment updates. Equipment is periodically inventoried and maintained under internal procedures.
- ✓ Analysis of the state of facts: Maintenance responsibilities and investment planning are clearly assigned and supported by routine inventory and repair processes. The clarification provides examples of infrastructure modernisation and confirms that operational plans are updated according to needs and available funding. The documented maintenance and investment evidence indicates that laboratories and equipment are supported for doctoral research.
- ✓ Aspects that constitute best practice examples: Common strategy of SD-SIM, departments of the Faculty of Materials Science and Engineering and research centers for new investments infrastructure.

The indicator is fulfilled.

Criterion A.3. Adequate human resources and transparent staff recruiting procedures developed according to the law

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

- ✓ Presentation of the state of facts: Annex A4 lists the doctoral supervisors, their status, doctoral students and research topics. The IER reports in 2025-2026 and during the visit were 23 supervisors, with expertise matching the curriculum and research themes. Staff affiliation and doctoral-study requirements are regulated by the Doctoral Studies Regulation; supervisor information is publicly available on the SD-SIM website. The list also identifies the status of each supervisor and the allocation of research themes and doctoral candidates.
- ✓ Analysis of the state of facts: The staff profile covers the principal Materials Engineering research areas and supports both teaching and supervision. Qualifications, habilitation status, publications, projects and topic allocation demonstrate professional competence. Although the SWOT analysis notes a relatively high number of retired supervisors, new habilitated staff have been affiliated and continuity of supervision is maintained.

The indicator is fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.

- ✓ Presentation of the state of facts: UPB and SD-SIM provides staff development through training, research projects, mobility, conferences, workshops and institutional services. Annexes A5-A6 document participation in projects and scientific events. Professional-development opportunities are complemented by the university events platform, staff-support services and international mobility mechanisms. The university also supports participation in specialised courses and international scientific networks.
- ✓ Analysis of the state of facts: The evidence shows continuous professional development linked to research, teaching, digital skills, project activity and international networking. Participation is not limited to isolated events: supervisors are active in funded projects, conferences and international collaborations. These opportunities support updating scientific expertise and teaching/supervision practices relevant to doctoral education.

The indicator is fulfilled.

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

- ✓ Presentation of the state of facts: Recruitment and affiliation are governed by the public methodology for teaching and research posts; vacancies are advertised through the POLITEHNICA vacancies portal. Doctoral-supervisor affiliation follows habilitation and IOSUD procedures, with habilitation theses and related information publicly available on the doctoral habilitation page. These sources make the rules, vacancies and qualification requirements accessible to applicants and the academic community.
- ✓ Analysis of the state of facts: The procedures specify eligibility, competition stages, documentation, evaluation and approval, and the publication channels allow external scrutiny. The IER records new supervisors affiliated during the evaluated period, showing that the mechanisms are applied in practice. The legal and institutional framework therefore supports transparent and merit-based recruitment and affiliation. The published stages and criteria also allow decisions to be checked against the applicable rules.

The indicator is fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

- ✓ Presentation of the state of facts: Digital processes use studenti.pub.ro for academic records, Moodle and Microsoft 365 for learning, my.upb.ro for software/services, CRESCDI for research outputs and travel.upb.ro for mobility. The IER also identifies dedicated admission, international and career platforms. Additional platforms support admissions, international students, career opportunities and secure access to institutional services; the IER describes their use by doctoral students and supervisors.
- ✓ Analysis of the state of facts: The platforms cover the main administrative, educational, research and mobility processes and provide authenticated access to records and resources. Their use reduces paper-based workflows and supports continuous access for doctoral students and supervisors. The digital ecosystem is broad and functionally connected to the needs of the doctoral

programme and its beneficiaries. The range of systems also supports traceability of academic, research and administrative activities.

The indicator is fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s* The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

- ✓ Presentation of the state of facts: The curriculum organises the doctorate over four years/240 ECTS: 30 ECTS for advanced training and 210 ECTS for research and progress activities. Three compulsory courses and two specialisation courses are complemented by individual research and progress reports. The course syllabi and Annex A3 document the current offer of 57 specialisation disciplines. Each activity is assigned credits and assessment forms, and the curriculum is approved through the doctoral school and CSUD structures.
- ✓ Analysis of the state of facts: The programme combines structured advanced training with progressively dominant research, consistent with doctoral-level education. Credits, courses, research stages and evaluations form a coherent pathway toward the thesis and qualification. The annual expansion and adjustment of specialisation subjects also shows responsiveness to doctoral topics and student needs. The structure therefore links formal learning, supervised research and progressive evidence of doctoral competence.

The indicator is fulfilled.

Criterion B.2. Alignment of the curriculum with the qualification

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

- ✓ Presentation of the state of facts: The IER maps doctoral learning outcomes to EQF Level 8 and to relevant occupational/ESCO competences; the EQF Level 8 descriptors are explicitly referenced. The clarification confirms a curriculum correspondence matrix linking knowledge, skills, responsibility/autonomy, professional and transversal competences, courses and assessments across the 240 ECTS programme. The matrix identifies where each competence is developed and assessed within courses, research stages and progress reports.
- ✓ Analysis of the state of facts: The correspondence matrix and the stated learning outcomes provide traceability from curriculum to doctoral qualification profile. Advanced knowledge, critical analysis, experimental design, independent research and autonomy are developed through both PPA and

* The term "programmes" concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term "programme" shall be used hereinafter.

the 210-ECTS research programme. The framework is consistent with EQF Level 8 and the professional profile of Materials Engineering. The mapping is explicit.

The indicator is fulfilled.

Criterion B.3. Student-centred learning, teaching and evaluation

Standard S.B.3.1 Principles The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

- ✓ Presentation of the state of facts: Student-centred learning is implemented through individual research plans, choice of specialisation courses, flexible supervision and guidance committees. Annex A7 lists the academic guidance and integrity committees, with substantial external participation. The doctoral self-evaluation framework and course syllabi support periodic feedback and adaptation to individual research needs. Students may adapt training to the specific needs of their doctoral topic.
- ✓ Analysis of the state of facts: The doctoral model is intrinsically individualised: research objectives, methods, training choices and progress are adapted to each thesis. The doctoral students described a good collaboration with their supervisors, whom they found accessible and available. They confirmed that specialisation courses, conference participation and publication fees are covered by the doctoral school, and that they have access to specialised software. They also confirmed that they complete feedback forms anonymously. The feedback mechanism is operational. Students evaluate teaching staff through confidential PPA and PCS forms. The results are centralised and analysed at the level of the doctoral school, and the teaching staff are informed of them. External committee members broaden scientific feedback, while student questionnaires and representation create formal channels for student voice. These mechanisms demonstrate active student-centred learning rather than a uniform course-based approach. Supervision is therefore responsive to individual academic progression.
- ✓ Aspects that constitute best practice examples: The externally dominated guidance committees (52.6%) and the annual adaptation of specialisation courses to doctoral students' research needs are relevant best-practice examples.

The indicator is fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.

- ✓ Presentation of the state of facts: Mobility opportunities are provided through Erasmus+, the EELISA alliance, bilateral/co-supervision agreements and the travel platform. Clarifications document physical training at CIM 4.0, ESA and Thermo Fisher sites, plus research stays at Mansoura University and Paul Scherrer Institute and co-supervision with Mansoura and Ansbach. The IER also identifies Erasmus+ and EELISA as structured routes for funded or recognised mobility.
- ✓ Analysis of the state of facts: The institution provides functional channels, funding possibilities and documented examples of physical and virtual international mobility. The 2025 ARACIS progress evaluation found the earlier mobility recommendation appropriately implemented. The panel notes that the institutional framework, information channels and financial mechanisms for mobility are in place and functional. Participation in international conferences is high and well supported financially. However, long-term physical mobility at foreign institutions remains limited: some of doctoral students took part in training and research placements over five years. The proportion of long research stays remains below the field's potential, as acknowledged in the SWOT analysis, but opportunities are demonstrably available.

✓ Recommendations: Implement the measure, proposed in the SWOT analysis, by appointing, at doctoral school level, a person responsible for coordinating mobility and by regularly informing doctoral students about available Erasmus+ opportunities.

The indicator is fulfilled.

Standard S.B.3.2. Fairness The organisational component provides fair opportunities for students.	
Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

✓ Presentation of the state of facts: Fair access is supported through individualised teaching, counselling by CCOC, disability and inclusion measures provided by the EDI Centre, digital resources and adapted campus facilities. The EDI Regulation formalises support. The IER also describes flexible learning arrangements and guidance tailored to doctoral students' research and personal needs. These provisions are complemented by student rights and equal-access rules at university level.

✓ Analysis of the state of facts: The support framework addresses different learning profiles and barriers through counselling, accessibility, digital access and individual supervision. Measures extend beyond formal non-discrimination and include practical adaptations to infrastructure and learning resources. The panel notes that the institutional framework for equity is comprehensive and that admission measures have produced concrete effects, as shown by the number of doctoral students from disadvantaged backgrounds. The doctoral students described their supervisors as accessible and available. Combined with flexible doctoral pathways, the arrangements provide reasonable and equitable opportunities for participation and progression.

The indicator is fulfilled.

Criterion B.4. Accessibility and efficiency of the resources and support services, adequate for learning

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

✓ Presentation of the state of facts: Doctoral students have access to specialist laboratories, databases, digital learning platforms and support services. Moodle, my.upb.ro, CCOC and the EDI Centre supplement laboratory access. The IER documents ramps, lifts, adapted routes, assistive devices and accessible services for students with disabilities or special educational needs. Access is supervised by teaching and technical staff and integrated into individual research plans and experimental activities.

✓ Analysis of the state of facts: Resources are appropriate to the doctoral cycle and to experimental Materials Engineering research, while digital access supports continuity and flexibility. Counselling, career support and accessibility provisions address individual learning and participation needs. The heads of the research centres stated that the laboratories have been equipped with modern research equipment and that doctoral students attended training courses on its use. The panel considers that the resources available are adequate for the study domain and for the doctoral cycle. Access to the research infrastructure is integrated into each doctoral student's individual research plan, and access to digital resources through the institutional account ensures continuity and

flexibility in research activities. The combination of research infrastructure and support services is sufficient for effective doctoral learning and research. This supports both inclusion and effective use of advanced infrastructure.

The indicator is fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

- ✓ Presentation of the state of facts: Learning outcomes are defined in the Materials Engineering curriculum and course syllabi in terms of knowledge, skills, responsibility and autonomy. The IER states that they are developed by field experts after stakeholder consultation and aligned with EQF Level 8; the institutional study-programme management methodology supports programme design and review. Course descriptors state expected outcomes and assessment methods, making the competence profile visible at discipline level.
- ✓ Analysis of the state of facts: The learning outcomes are explicit, student-focused and connected to both specialised materials knowledge and advanced research competences. Their integration in course descriptions and the curriculum correspondence matrix makes expectations understandable for students and staff. The outcomes also provide a coherent basis for assessment throughout advanced training and research. This supports transparent expectations and consistent evaluation across the doctoral pathway.

The indicator is fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.

- ✓ Presentation of the state of facts: Achievement is checked through course assessments, seven research-progress reports evaluated by the guidance and academic integrity committee, and the doctoral thesis/public defence. The doctoral completion procedure sets the final stages, while the Doctoral Studies Regulation defines the broader assessment framework. Progress documentation is retained by SD-SIM. The IER explains that the final progress report may include pre-defence before the guidance committee.
- ✓ Analysis of the state of facts: Assessment is continuous and cumulative: coursework verifies advanced training, progress reports verify research development and originality, and the thesis defence verifies integrated Level 8 outcomes. Multiple evaluators, including external committee members, reduce dependence on a single assessment event. The system provides sufficient evidence that intended learning outcomes are actually checked.

The indicator is fulfilled.

Criterion B.7. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification

Standard S.B.7.1. Admission The admission procedures and principles ensure access to higher education.	
Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.

- ✓ Presentation of the state of facts: Admission is organised under the public doctoral admission methodology and the online admission platform. The SD-SIM site publishes calendars, places, committees, forms and conditions through its admission section. The IER describes local admission

committees, candidate registration, evaluation, ranking and communication of results. Published documentation also covers eligibility, required files, examination stages and appeal-related information.

✓ Analysis of the state of facts: The admission process is governed by published rules and uses a central platform that supports consistent registration and information. School-level committees apply the institutional methodology and candidates can verify conditions and deadlines in advance. The documented procedure is transparent, repeatable and appropriate for admission to doctoral studies. The same framework is applied annually and is publicly accessible before each admission session.

The indicator is fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishment of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

✓ Presentation of the state of facts: The admission methodology establishes equal-access principles and specific support measures. The IER refers to places and fee exemptions for disadvantaged candidates and assistance for persons with disabilities through the EDI Centre. Student rights are set out in the Student Rights and Obligations Code; applicable fees and conditions are public. Institutional inclusion measures complement the common academic criteria without altering admission standards.

✓ Analysis of the state of facts: Admission rules are public and apply common criteria while allowing legally defined support for vulnerable groups and candidates with disabilities. Institutional inclusion services and financial/access measures reduce avoidable barriers without changing academic requirements. The evidence therefore supports fairness and equal opportunity in admission to the doctoral field. The arrangements therefore combine equal treatment with targeted support where legally justified.

The indicator is fulfilled.

Standard S.B.7.2. Academic journey of students
The organisational component carries out actions supporting the students' academic journey.

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

✓ Presentation of the state of facts: The doctoral academic journey is regulated by the Doctoral Studies Regulation and SD-SIM rules, covering supervision, progress evaluation, interruption, extension, change of supervisor/committee and completion. The doctoral professional-activity information and self-evaluation documents support monitoring. Clarifications provide cohort data on active, interrupted, extended and completed students. The rules are publicly available.

✓ Analysis of the state of facts: The institution applies defined rules throughout enrolment, research progression and completion, including mechanisms for exceptional situations. Cohort data show that extensions and withdrawals are monitored, and the school reports measures to improve supervisor-student communication and timely completion. The low historical on-time completion rate warrants continued monitoring but does not show procedural non-application.

The indicator is fulfilled.

Criterion B.8. Process internationalization

Standard S.B.8.1. Internationalization
Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

- ✓ Presentation of the state of facts: Internationalisation includes Erasmus/EELISA mobility, bilateral partnerships, visiting experts, joint projects and co-supervision. The international portal and EELISA support opportunities. The IER lists exchanges and co-supervision agreements; the 2025 ARACIS progress report confirms Mansoura and Paul Scherrer stays and new co-supervision arrangements. The Faculty of Materials Science and Engineering has 28 partnership agreements with universities in Germany, France, Italy, Poland, Portugal, Spain, Hungary and Turkey. These include TU Dresden, FAU Erlangen-Nürnberg, Université de Strasbourg, INSA Lyon, Università degli Studi di Padova, Universidade do Minho and Budapest University of Technology and Economics. The agreements provide for study and placement mobility for students, as well as teaching and training mobility for staff. A PhD supervisor from the domain is the university's representative in a recently funded MSCA Doctoral Network (HORIZON-MSCA-2024-DN-01, RENOVATE), which involves 10 other European universities. Foreign doctoral candidates and visiting specialists further support the international dimension of the field.
- ✓ Analysis of the state of facts: There is clear evidence of sustained international cooperation in research, teaching, mobility and co-supervision. The 2025 progress evaluation judged earlier mobility recommendations implemented. The teaching staff presented an international research project involving 6 universities from 6 countries, which offers 8 places for students. The doctoral students confirmed that conference participation fees are covered by the doctoral school. Two of the alumni present had completed three-month Erasmus mobilities. The panel notes that the organisational component carries out a wide range of international cooperation actions. These include partnership agreements, membership of a European university alliance, participation in an MSCA Doctoral Network, cotutelle agreements, and incoming and outgoing mobility. Foreign experts are involved in lectures and doctoral committees. Nevertheless, SD-SIM itself identifies international recruitment and long-duration mobility as below potential; these are improvement priorities, but the cooperation actions required by the indicator are present and active.
- ✓ Recommendations: The development for an action plan to increase internationalisation and long-term research mobilities and encourage the students to go to Erasmus mobilities.

The indicator is fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

- ✓ Presentation of the state of facts: Research is the core of the 210-ECTS scientific programme and is integrated with progress reports, projects, publications, conferences and the thesis. Annexes A8-A10 document doctoral participation in projects, scientific events and publications. The SD-SIM research information and doctoral completion procedure show how research results are developed and ultimately capitalised. Progress reports document the research trajectory.
- ✓ Analysis of the state of facts: Learning outcomes are achieved predominantly through scientific investigation: students formulate problems, select methods, perform experiments, interpret data and communicate original results. Publications, project participation and conference activity demonstrate that research is not separate from education but is the principal learning environment. The thesis consolidates and validates this research-based learning.

The indicator is fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

✓ Presentation of the state of facts: For 2021-2025, the IER reports 207 distinct WoS-indexed and 36 BDI papers by doctoral students; supervisors produced 528 WoS and 46 BDI papers. Annexes A5, A6, A9 and A10 document projects, conference roles and publications. Public staff/research information is available on the SD-SIM staff page and research infrastructure page. Several outputs are linked to international projects and conference dissemination involving doctoral candidates.

✓ Analysis of the state of facts: The volume and indexing of publications, funded-project participation and international conference involvement demonstrate strong national and international visibility. Research outputs are directly connected to doctoral topics and are disseminated through peer-reviewed journals and scientific events. The evidence supports both scientific productivity and appropriate valorisation of results. These outputs also confirm sustained research activity across the evaluated period.

The indicator is fulfilled.

DOMAIN C. Quality management

Criterion C.1. Quality assurance strategies and procedures, including in the field of academic ethics and conduct, which involve students, employers and other stakeholders and are applied in a consistent, transparent manner

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

✓ Presentation of the state of facts: Quality assurance operates under the Internal Quality Assurance System Regulation. University structures include DEAC, CEAC and the Quality Council; SD-SIM has a designated quality-responsible person. Annual PPA/PCS feedback, CSD-SIM review and improvement measures are documented in the IER and were specifically reviewed in the 2025 ARACIS progress evaluation. Quality responsibilities and reporting lines are defined at both university and doctoral-school levels.

✓ Analysis of the state of facts: The quality system links institutional procedures with doctoral-school monitoring and produces concrete feedback loops. Student questionnaires, annual reporting, programme review and follow-up actions demonstrate implementation and impact rather than only formal compliance. The 2025 ARACIS progress report also confirmed implementation of the earlier recommendation on annual quality reporting and PPA/PCS feedback.

The indicator is fulfilled.

Standard S.C.1.2. Stakeholder engagement The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

✓ Presentation of the state of facts: Community and external stakeholders participate through CSD-SIM, student representation, guidance committees, partnerships and employer contacts. Annexes A1, A2, A7 and A11 provide supporting evidence. The SIAC Regulation defines the quality framework, while the clarification states that consultation outcomes are discussed in CSD-SIM and may lead to updated curricula and research topics. Doctoral-student feedback is also centralised and discussed periodically.

✓ Analysis of the state of fact: The mechanisms allow students, staff, external experts and socio-economic partners to contribute to quality procedures. External representation in guidance committees and recurring employer/partner contacts provide relevant input. After the collecting and communicating the feedback, suggestions, and observations by teaching staff, doctoral students, administrative personnel, and other interested parties the documents are revised and updated versions are reviewed by the Board of Administration (CA), against national legislation and internal university regulations. Then, documents are submitted for ratification to the UPB Senate, for evaluation and approval. Eventually, they are shared via website. Documentary traceability of individual stakeholder proposals could be strengthened, but available evidence shows that external and internal opinions are considered implemented.

The indicator is fulfilled.

Criterion C.2. Functionality of education quality assurance structures, including in the field of academic ethics and conduct, according to the law

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

✓ Presentation of the state of facts: The University Ethics Commission operates under its public Regulation and is presented on the University Ethics Commission page. They have members of elected tenured teaching, students (4) and research staff in accordance with art. 162 paragraph (5) of Law no. 199/2023 on higher education and appointed by decision of the rector, based on proposals formulated by the Board of Directors and approved by the University Senate. The IER states that it acts independently, examines complaints, issues decisions/recommendations, undertakes prevention activities and prepares an annual public report. Ethics and research integrity are also embedded in doctoral training. The institution also publishes relevant ethics information and decisions within the applicable legal framework.

Analysis of the state of facts: The regulatory framework establishes the commission's mandate, composition, independence and case-handling responsibilities in accordance with national law. Its preventive, investigative and reporting functions cover both reactive and proactive ethics assurance. CEU ensures responsible for managing ethical issues in compliance with the Code of University Ethics and Deontology. The Commission also organizes activities and courses to prevent violations of ethical norms for academic integrity. They have annual reports to be presented to the rector and the university Senate and also public in consideration of ethical code of conduct (Raport-CEU-2024-2025.pptx). The evidence indicates that the structure is operational and institutionally separate from academic or administrative decision makers when exercising its ethics role.

The indicator is fulfilled.

Criterion C.3. Procedures for the initiation, monitoring and periodic review of the study programmes and domains and of the performed activities, involving students, employers and other stakeholders

Standard S.C.3.1. Procedures and implementation of procedures The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.

✓ Presentation of the state of facts: Monitoring and periodic review are governed by the SIAC Regulation, doctoral regulations and the study-programme management methodology. CSD-SIM reviews curricula, feedback and doctoral progress; Annex A2 records its meetings. Admission, supervision, habilitation and completion are supported by public procedures, including the doctoral

completion procedure. These mechanisms are complemented by periodic external evaluation and internal quality reporting.

✓ Analysis of the state of facts: Procedures are applied across the full programme lifecycle and are linked to recurring monitoring rather than ad hoc review. The curriculum has been updated as doctoral topics and feedback evolved, while quality reports and CSD-SIM decisions provide institutional follow-up. Operational results of the procedures are reported and if needed corrective and preventive measures are taken. The results of these actions have been annalyzed in reports by related entities (students, supervisors, Ethic Commission, Director or the SD-SIM Council etc). The demonstrated use of these procedures supports their impact on programme quality and continuous improvement. The evidence shows that monitoring results are translated into curricular or organisational adjustments.

The indicator is fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.

✓ Presentation of the state of facts: Doctoral students and staff participate through CSD-SIM and feedback mechanisms; external experts participate through guidance committees and partner/employer consultations. Annexes A1, A7 and A11 document these stakeholder groups. The SD-SIM governance information and SIAC framework provide the formal context, while clarifications describe how consultation conclusions are analysed. Doctoral students also contribute through elected representation and periodic questionnaires.

✓ Analysis of the state of facts: Participation is broad enough to include the internal academic community and relevant external stakeholders. Student representatives have formal roles, while external specialists contribute to supervision and partner feedback informs research and curricular discussions. They make periodic meetings among doctoral supervisors and regarding the development of the Materials Engineering doctoral field. These meeting agenda includes their perspectives on the program, learning outcomes, and their demands. Although some employer consultations are informal, the overall implementation process demonstrates genuine multi-stakeholder involvement.

The indicator is fulfilled.

Criterion C.4. Procedures for the periodic evaluation of the quality of the activities of teaching staff, auxiliary teaching staff, and administrative staff

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

✓ Presentation of the state of facts: Doctoral students evaluate teaching through PPA and PCS questionnaires, with results centralised and discussed by SD-SIM and transmitted within the quality system. The SIAC Regulation provides the framework. Clarifications supply consolidated annual results for 2021-2026, showing consistently high favourable responses and describe the related follow-up and peer-evaluation processes. The results are used in discussions on teaching quality and improvement measures.

✓ Analysis of the state of facts: The evaluation mechanism is recurrent, confidential and used for quality improvement. Multi-year results allow trends to be identified rather than relying on isolated feedback, and the school links findings to teaching methods, course content and supervisor interaction. The results are sent to IOSUD and the directors of the doctoral schools and improvement actions are being decided via analyses. The doctoral school shares the results of the evaluation to the doctoral supervisors and provides support if needed. Theses analyses could also be used as a part of for decision of renewal of contracts. The available consolidated data

demonstrate that student evaluations are analysed and used in institutional review. This closes the feedback loop between student opinion, review and corrective action.

The indicator is fulfilled.

Criterion C.5. Systematically updated databases on internal quality assurance

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.	
Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.

- ✓ Presentation of the state of facts: SD-SIM systematically collects programme, teaching, research, satisfaction, progression and graduate-employment data under the SIAC framework. Digital systems such as studenti.pub.ro and CRESCDI support academic and research records. Clarifications include cohort progression data, multi-year questionnaire results and an employment table for all 75 graduates. The datasets are used in annual reports and management discussions on programme performance.
- ✓ Analysis of the state of facts: The data are gathered from doctoral supervisor evaluation questionnaires, self-evaluation reports, statistics on the professional career of graduates, analysis of the academic results of PhD students, etc. After the processing of data, the information is analyzed and shared through regular meetings of the committee responsible for quality assurance. This helps to determine continuous corrective and preventive improvement actions that are integrated into the program development plans. As a consequence of the actions the data obtained are put in the internal and external evaluation reports. The evidence covers the principal data categories needed for internal quality assurance and shows that data are not only stored but analysed in reports and CSD-SIM discussions. The clarification data allow longitudinal monitoring of progression, satisfaction and employability. This provides an adequate evidence base for identifying trends, risks and improvement actions. Their repeated collection supports evidence-based monitoring rather than one-off assessment.

The indicator is fulfilled.

Criterion C.6. Transparency of information of public interest, including those regarding the study programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

- ✓ Presentation of the state of facts: Public information is provided through the POLITEHNICA website and the SD-SIM website, including admission, regulations, curricula, supervisors, documents and announcements. International information is supported by the international portal. The IER also identifies online access to research information, student rights, institutional decisions and study procedures. The sites also publish announcements on scientific events and administrative matters relevant to doctoral study.
- ✓ Analysis of the state of facts: The main information required by applicants, doctoral students, staff and external stakeholders is publicly accessible through institutional and doctoral-school websites. The information on the doctoral admission (calendar, methodologies, forms, admission committees, annexes) and details about the structure of doctoral studies are also given. There are some sections dedicated to Advanced Training Program and a Scientific Research Program, regulations on the organization and conduct of doctoral studies, documents related to habilitation and other regulations relevant to PhD students and doctoral supervisors. Multiple dedicated platforms improve access to specific services. Some English-language doctoral information could be further

consolidated, as acknowledged in the SWOT analysis, but public transparency for the evaluated field is substantively ensured.

The indicator is fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.

- ✓ Presentation of the state of facts: Decision-making follows staged consultation and approval through CSD-SIM, CSUD, the Board of Administration and University Senate. Doctoral students participate through elected representatives and feedback channels. Final institutional decisions are published through the Senate decisions page, while the SD-SIM governance page supports access to school-level information. Consultation mechanisms operate before approval, allowing comments from relevant academic stakeholders.
- ✓ Analysis of the state of facts: The governance chain provides identifiable stages for proposal, consultation, review, approval and publication. Student and staff participation and the publication of final decisions support accountability and traceability. The organization of the school is presented (Consiliul Şcolii Doctorale Ştiinţa şi Ingineria Materialelor - Şcoala Doctorală Ştiinţa şi Ingineria Materialelor) and they have been supporting the transparent decision-making processes for developing and adopting regulations, methodologies and procedures with stakeholders. They have the web site having all the documents and statistics (Şcoala Doctorală Ştiinţa şi Ingineria Materialelor) as well as announcements (Anunţuri şi Evenimente Ştiinţifice - Şcoala Doctorală Ştiinţa şi Ingineria Materialelor). The arrangement is consistent with transparent academic governance and provides stakeholders with both formal representation and access to adopted rules and decisions. Published outcomes allow the community to verify that the formal approval route has been followed.

The indicator is fulfilled.

Criterion C.8. Participation in external evaluation processes, according to the law

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

- ✓ Presentation of the state of facts: The Materials Engineering field had ARACIS external evaluation in 2021; the 2021 external evaluation report records accreditation and recommendations. The 2025 progress evaluation found the recommendations appropriately implemented. The present periodic evaluation uses the ARACIS doctoral evaluation guide and supporting documentation submitted by POLITEHNICA. The field has therefore documented both follow-up of recommendations and participation in the current review cycle.
- ✓ Analysis of the state of facts: The doctoral field has participated in the required external-quality cycle: full evaluation, intermediate progress review and the current periodic evaluation. In 2021 accreditation has been fulfilled in all criteria, there have been 6 recommendations. These have been fulfilled as well (i) The university doctoral school has implemented some measures to support the activity of PhD students and scholarships were 2200 lei and 3200 lei in 2021 and 2023 respectively. And, now 3700 lei is being granted; (ii) International co-supervision contracts have been signed with Mansoura University in Egypt and with Ansbach University of Applied Sciences in Germany; (iii) Collaboration with AUF was developed to attract PhD students and postPhD students from French-speaking countries. Professors have been invited to Politehnica Bucharest to offer courses for PhD students; (iv) To increase the mobility of students; the participation of doctoral supervisors in conferences together with PhD students are done; (v) Training internships were carried out at Mansoura University in Egypt and at the Paul Scherrer Institute, Villigen, Switzerland; (vi) The periodic evaluation was scheduled slightly after five years because the national

legal/methodological framework changed during the cycle. The institution initiated and documented the new procedure.

The indicator is fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Doctoral students have access to a stimulating learning environment and maintain close, constructive relationships with their scientific supervisors. ✓ High-quality human resources, with strong scientific expertise and extensive experience. ✓ Good and diversified research infrastructure, supporting advanced Materials Engineering research.	INTERNAL FACTORS	✓ The level of internationalisation remains below its potential, particularly regarding the attraction of foreign doctoral students. ✓ The proportion of long-term doctoral mobility at prestigious international research institutions remains low. ✓ The number of international doctoral students and long-term mobilities can be increased.
SWOT analysis		
Opportunities:		**Threats:**
✓ Further diversification of applied-research collaborations in advanced materials for medicine, defence, automotive and energy-storage applications. ✓ Expansion of international partnerships and co-supervision arrangements, supporting mobility and joint research activities.	EXTERNAL FACTORS	✓ Budgetary constraints and doctoral students' simultaneous professional commitments may negatively affect timely completion of doctoral studies. ✓ Rapid technological developments in Materials Engineering may create gaps between traditional research topics and emerging scientific directions.

V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	considered in the process of adopting and revising methodologies, regulations and implementation procedures.		
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to	F	Appointment, at doctoral school level, a person responsible for coordinating

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	participate in academic mobility programmes organised in person and/or virtually.		mobility and by regularly informing doctoral students about available Erasmus+ opportunities.
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	The development for an action plan to increase internationalisation and long-term research mobilities and encourage the students to go to Erasmus mobilities.
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	**32**	**0**	**0**

VI. Conclusions

The main conclusions and recommendations from the periodic evaluation visit of the Materials Engineering doctoral program, Materials Science and Engineering Doctoral School (SD-SIM), National University for Science and Technology Politehnica Bucuresti (UPB), are as follows:

- ✓ *The ARACIS Council issued Decision No. 63/31.08.2021, stating that, for IOSUD – National University for Science and Technology Politehnica Bucuresti, the accreditation of the doctoral field Materials Engineering is maintained.*
- ✓ *Based on the analyzed information (CVs, ORCID), the ARACIS external evaluation commission found that DD-IMAT doctoral supervisors meet the legal requirements for the positions in the staffing plan; teaching and research activities are supported by administrative and technical staff, ensuring proper program development.*
- ✓ *At the on-site visit, 23 doctoral supervisors were active in DD-IMAT, in Materials Engineering. For DD-IMAT, CNATDCU minimum standards in force for habilitation are met for scientific advisors.*
- ✓ *At the on-site visit, 184 doctoral students were enrolled in DSUD-IM: 75 scholarship, 92 non-scholarship, 14 fee-paying, 3 international).*
- ✓ *Between 2021 and 2025, 70 doctoral theses were completed in the field of Materials Engineering.*
- ✓ *The Materials Engineering PhD program (DD-IMAT), within SD-SIM, is designed according to expected learning outcomes; it is organized on ECTS and includes learning, research, and assessment activities leading to EQF Level 8 qualification.*
- ✓ *DD-IMAT has modern research infrastructure and offers research services.*
- ✓ *Research centers/laboratories are appropriately developed and equipped for advanced research and training experts in SD-SIM.*

Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:*

maintaining accreditation (MAC);

VII. Annexes

1. Visit schedule
2. Minutes of the meetings
3. The documents reviewed:
   - two doctoral theses finalised in 2025 and three doctoral thesis finalised in March 2026,
   - progress reports for two PhD students from 2024 and two PhD students from 2025,
   - admission files in letric format, from 2026, at secretariat of SD-SIM,
   - doctoral student records from academic year 2025-2026,
   - eight PPA/PCS questionnaires ffom academic year 2025-2026,
   - three CSD-SIM minutes,
   - peer-evaluation reports for five PhD students,
   - two mobility supporting documents for Erasmus students.

* When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.

Annex 1

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Joi/ *Thursday*, 10.09.2026			
09:00-09:30	Discuţii tehnice în cadrul comisiei de experţi în evaluarea externă a calităţii/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala/Locaţia/ Room/Location - JB 111
09:30-10:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţii conducerii componentei organizatorice**/ *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Sala/Locaţia/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Decan Director SD-SIM

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
10:20-11:10	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)**/ *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - 4 cadre didactice
11:10-11:20	Pauză/ *Break*		
11:20-12:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - 8 cadre didactice
12:30-13:30	Pauză de prânz/ *Lunch*		
13:30-15:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
15:30-16:15	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers* of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - reprezentant Renault - reprezentant ICPECA - reprezentant Vodimedicor SRL - reprezentant Ortovit SRL - reprezentant TOP Metrology - reprezentant Ro-Mega Control SRL - reprezentant Struers - reprezentant RAR
16:15-17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți † doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Name–an de studii/ year of study 9 doctoranzi

* Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.

† Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
17:00-17:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți**[*],[†] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[‡] *of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - 8 absolvenți

[*] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.

[†] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

[‡] Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
Vineri/ *Friday,* 11.09.2026			
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ Room/Location – JB 111
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - 5 reprezentanți ai centrelor de cercetare

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
10:20 - 11:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai **structurilor organizatorice în domeniul asigurării calității**/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Director Direcție Calitate - Reprezentant D.E.A.C. - Reprezentant CEAC FSIM
11:10-11:20	Pauză/ *Break*		
11:20 - 12:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară**/ *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - 2 cadre didactice - 1 student

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
12:20-13:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității** * / *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	Sala/Locația/ Room/Location - **Sala Consiliu** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Director Direcție Calitate - Prorector - Drd. Ing. Student Reprezentant
13:30-14:30	Pauză de prânz/ *Lunch*		

* Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
14:30-15:30	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact*/ Contact person*	Sala/Locația/ Room/Location - Sala Consiliu Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Decan Director SD-SIM
15:30-17:30	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ Room/Location JB 111

If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:

- departments providing IT support, for instance regarding the organization of online activities
- departments for international relations and student mobility
- the Counseling and Career Guidance Center, etc.